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Three papers consider the training and qualifications of teachers and workers for the deaf. H. Okopinski describes "Training Teachers for Deaf Children's Schools in Poland" and A. F. Mackenzie defines "The Qualifications of Workers for the Adult Deaf" in the United Kingdom. E. S. Levine reports on New York University's "Center for Research and Advanced Training in Deafness Rehabilitation." (JD)

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Training and Qualifications
(Teachers and Workers for the Deaf)

Selected Papers from the
Fifth Congress of the World Federation of the Deaf
Warsaw 1967

compiled by
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Preface

Training and Qualifications is a collection of 3 papers selected from those presented at the Fifth Congress of the World Federation of the Deaf, Warsaw, 1967. These papers were collected and compiled by the Alexander Graham Bell Association for the Deaf, Washington, D. C. Other collections of papers from the Congress have been compiled and are available from the ERIC Document Reproduction Service. Other collections announced in this issue of Research in Education may be found by consulting the Institution Index under World Federation of the Deaf or the Subject Index under aurally handicapped. Titles of these other collections are:

Communication Methods for the Hearing Impaired
Cultural Activities for the Deaf
Diagnosis of Hearing Loss
Education for the Hearing Impaired (Auditorily Impaired)
Psychology of Deafness
Rehabilitation of Hearing
Sociological Aspects of Deafness
The Very Young Hearing-Impaired Child

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CENTER FOR RESEARCH AND ADVANCED TRAINING IN DEAFNESS REHABILITATION

/The paper/

In March 1966, the first Center for Research and Advanced Training in Deafness Rehabilitation was initiated at New York University under the sponsorship of the Vocational Rehabilitation Administration. Although the first ine the area of the deaf, this is the seventeenth Research--Training Center established by the Administration. All represent a new attack is sharpened in concept and method by years of great effort in rehabilitation and of frustrating failures.

Background

Failures in rehabilitating the deaf are generally ascribed to difficulties in communicating with this population. While this is indeed a core problem in service, there is another aspect of communication that has proved equally hampering to progress. This aspect stems from the traditional indifference of the scientific community to problems of the deaf. As a result, the field of the deaf has long been cut off from the mainstream of professional and scientific communication. It has become "an isolated domain." It is only in recent years that the sweeping interest in human communication has at last begun to embrace its most unique

experimental population of all - the deaf.

In the meantime, a great backlog of unmet professional needs has built up over the years. These must be met if the field of the deaf is to join the mainstream of professional activity. The first and foremost need is for a sufficiency of multidisciplinary personnel trained to operate effectively in the expanding programs of service and research for the deaf. Such personnel include research scientists, psychologists, psychiatrists, social workers, hearing and speech specialists, rehabilitation counselors, communications scientists, linguists, and many others. Then, as specialists from diverse disciplines do enter the field, the need exists for effective interdisciplinary communication in order that their interlocking operations be most productively integrated in service and in research. For persons already in the field, the current expansion of programs for the deaf creates still another kind of need, namely a need for refresher opportunities so that "old" workers can be abreast of and apply new knowledge and developments. And finally, the need exists for all specialists, old and new, in every discipline participating in deafness rehabilitation to perceive the manner in which unsolved problems in one discipline can hamper progress in all, to employ objective attitudes in clinical practice and research concepts and methods in the search for answers, and to test and apply pertinent findings and advances.

Center Position

It is in this context of needs and problems that the Deafness Research-Training Center finds itself situated. Undismayed, the Center has formulated its position and designed its program. The program is based on the proposition that in order to accelerate the long-delayed break-through in understandind and dealing with the problems, handicaps, and needs of the deaf in habilitation and rehabilitation, a pooling of multidisciplinary talents, physical resources, pertinent materials, and deaf and hearing professional and community cooperation are essential. It is therefore the

intent of the Center to provide a physical site whose doors are open to all disciplines, to deaf as well as hearing leaders of whatever methodological persuasion, to the testing of old as well as new ideas, to advances in knowledge, to pertinent innovations in research, teaching, and training; and to focus all of these in an interdisciplinary concentration of effort in behalf of the deaf.

Center Program

With this as the propositional frame, the related specifics of the Center program have been organized about three main branches: Training; Research; Consultation. /See summary-chart/. The branches are separated for discussion only. In actual operation, each serves as a context, stimulus, source of information, and collaborative ally of the others. For example, training takes place in a research context of much deductive deliberation and actual investigation; research in turn is sparked by the unanswered questions and unresolved field issues that come up in the course of training as well as by the questions and experiences of trainees ans staff; and the diverse requests for information and consultation directed to the Center by colleagues throughout the world challenge the knowledge and broaden the experience of all. In effect, each participant in the Center program is exposed to every aspect of its operations. the better to strengthen his own concepts and competencies.

A brief sampling of activities conducted thus far in each of the program branches follows:

Training

In training, the Center conducts various kinds of programs. To date, these have included: long-term, short-term, mobile, and inservice training.

Long-term Training: The Center's long-term training program is a graduate course of study known as the Program of Training for Service and Research in Audio-communicative Disability. Stipend and tuition support for full-time qualified candidates accepted into the Program is provided by the VRA Division of Trai-

ning. Such trainees pursue work toward the master's degree, the Certificate of Advanced Study, the Ed.D. or the Ph.D.degree.

The Program itself is the first multidisciplinary training program of its kind. It is designed to provide a body of basic knowledge and practicum experiences for professional personnel preparing to practice their respective specialties with the deaf. Basic knowledge about deafness and the deaf is supplied by a series of courses that make up the Program's core curriculum. The content of the courses cuts across disciplines pooling basic facts that should be known to all professional workers with the deaf regardless of specialty. Practicum experience on the other hand is highly individualized. It is supplied by a plan of clinical apprenticeship that offers each trainee supervised experience in practising his own specialty with the deaf. Eight major facilities serving the deaf in the greater New York City area serve as Clinical Affiliates to the Center for supervised practicum training. Finally, interdisciplinary insights and communication are achieved through the Program's multidisciplinary format in the conviction that specialists who train together can eventually work together.

The disciplines thus far represented by full-time trainess in the Program include: psychology /clinical, experimental, research/; social welfare; speech and hearing; counseling and guidance; rehabilitation counseling; special education; reading and language disability; administration; and denominational work. Qualified deaf candidates have been admitted to the Program, with New York State providing note-takers when required.

Short-term Training: The Center's short-term training programs are intended to serve a recruitment as well as training function. In training, programs are designed to serve the particular needs of given groups of specialists with limited time but with a need for orientation to deafness or for various technical specifics of work with the

deaf. On the recruitment side, the Center finds the short--term workshop of great value in reaching sorely needed disciplines if only on a oneday basis in order to arouse interest, stimulate cooperation, and hopefully gain a new discipline for the field.

Short-time training and discipline-recruitment have both been strengthened and broadened by the Center's policy of selective collaborative operations. Thus far, programs have been presented in collaboration with Marcy State Hospital, the New York State Division of Vocational Rehabilitation, University Hospital, and the New York State Psychiatric Institute. Other collaborative operations are in the design stage.

The specialists served to date by the short-term programs have included: psychiatrists, psychologists, social workers, rehabilitation counselors, communications scientists, speech and hearing personnel, medical personnel, and deaf professional persons. This last group warrants a special word. In the belief that the deaf professional community represents a highly important but as yet untapped source of leadership potential, one of the Center's short-term programs was designed to enable such persons to acquire a deeper awareness and understanding of professional practices, conduct, and ethics, the better to carry out their leadership responsibilities in deaf as well as hearing communities. Although largely a local workshop, it is the first of its kind conducted for the deaf and has aroused national enthusiasm in the deaf community.

Mobile Training: In many situations, even the limited time requirements of short-term programs are not always feasible nor even possible. Busy workers simply cannot leave their desks even for a few days. To meet the needs of such workers, the Center is trying out a mobile training plan. This is intended to serve: /1/ facilities outside the greater New York City area who cannot release their staff to attend workshops; /2/ facilities requiring assistance in specific service and research problems in which deliberations can best be conducted on-site; and /3/ parents groups, college, university, and hospital departments, speech and hearing centers,

rehabilitation facilities, and the like in geographically compatible areas who band together for on-site training under Center auspices. The Center on request offers its collaborative services in designing a program tailored to the needs of the requesting group and in sending out a mobile team of the Center staff plus others as required to conduct or help conduct the proceedings.

The Mobile plan has been used thus far in three New York State areas with great success. It is anticipated that requests for mobile training will increase markedly during the coming year.

Inservice Training: Finally, the Center staff humbly recognizes its own training needs, particularly in view of the interdisciplinary context of its operations. Hence, the in-service program. The primary purpose of the program is to keep the Center staff informed about practices, research, and problems in other disciplines; to exchange ideas, spark action, and sharpen interdisciplinary communication and collaboration. When in full swing, the in-service program calls for a schedule of monthly meetings with speakers from a variety of disciplines who will address themselves to topics of relevance to deafness and the deaf whether in theory ora practice. Among the speakers selected for the program are heads of other departments within the University whose cooperation in training and research represent important assets to the Center.

Research

In research, the Center's major subject of concern is communication. And in regard to the term 'communication' a word of explanation is in order. As used, by the Center, the concept of communication refers to the rationale and evolution of communicative behavior in the human organism; to the processes, operations, and responses of communicative systems; to the manner in which people receive and exert influences through various communicative networks, manifold communicative stimuli, and diverse communicative

modes. It is the Center's position that human behavior is rooted in communication; and that deafness is an audio-communicative disability that acts to handicap behavior in proportion to the degree to which it obstructs normal communicative processes, relations and experiences, and impedes participation in the communications networks of society.

With this as the conceptual frame, the Center's research is programmatically designed for integrated studies of the multiple aspects of communications. The accompanying chart indicates investigations currently initiated. As can be seen, these embrace aspects of communication ranging from communications technology to mass communications media.

In research as in training, the Center's policy of selective collaboration has opened areas of investigation that could not otherwise be explored. It has also recruited for the field the interest and active collaboration of specialists whose talents might otherwise have been lost. In technological research, such collaboration has enriched the Center with remarkable equipment and facilities plus the support of specialists at the forefront of advance in communications science. The ultimate aim in this area of investigation is to explore thorugh systematized procedures the values to the deaf of relevant advances in communications science, technology, and research. The specialists involved have already brought outer speace closer to Earth. Perhaps they can bring the world closer to the deaf. Investigations in this area have begun with a testing of special telephonic devices with the deaf and will expand from this point into many other areas. A photograph of the equipment designed for the Center by the New York Telephone Company is on page . The equipment is being used by the Center not only for research but also for exhibition and lecture-demonstration on a programmed basis for such groups as otologists, audiologists, rehabilitation workers, and the like.

Concerning modes of communication, the Center's concern is with all that bring the human organism in touch with the

environment, and the human being into closer relations with his fellows, with groups, and with society. Verbal language, as the major asset of the hearing in this regard and the major handicap of the deaf, takes high investigative priority in this area of Center research. Studies have already been initiated in speech, lipreading, language, and the relation between level of verbal language attainment and personality.

In regard to speech, it is the Center's position that this skill represents a vital link between a deaf individual and the hearing community, and that all efforts must be bent to achieve, in the words of Caroline Yale, not so much <u>more</u> speech but <u>better</u> speech. The Center holds to the hypothesis that this is an attainable goal, an essential goal in fact; but it cannot be reached without first getting some answers to explain the unsatisfactory situation that now prevails. Lipreading too holds many secrets that need exposing through research. So do all other aspects of verbal and noverbal language communication and the deaf. As yet, we have no answers; only questions, problems, opinions that have more or less solidified through decades of fruitless dispute or resignation. The Center hopes to contribute some meaningful chipping away at this solidified mass through current studies and future attack.

Finally, of deep concern to the Center is the sharply limited exposure of the deaf to the cultural enrichment and recreational stimulation provided by mass communicative media. The first major attack on the problem has been the distinguished Captioned Films program for the deaf. Some years ago, the Center Director saw a possibility in professional theatre. The dramatic talents of the deaf have long been recognized within the field. Professional theatre would appear to hold promise not only of cultural enrichment but also of vocational opportunities for deaf persons in the performing arts, motivation for the deaf to broaden their cultural pursuits and horizons, and a direct

contribution by the deaf to the theatre arts. The work to achieve these ends is now in full swing in collaboration with the Eugene O'Neil Memorial Theatre Foundation, and represents another of the Center's innovations in research--demonstration in behalf of the deaf.

To carry out such innovative projects as are included in the Center's program requires unusual operational flexibility as well as unity. It also requires workers who have already achieved security in their own specialties, who are not status hungry, and who are willing to contribute their own skills to a colleague's project without bargaining for "credit". As much a research project as the others is the task of evolving the organizational and administrative structure whereby the Center's goals and policies may be acvieved. This in fact may be the most complex of all. For support, the Center Director turns often to the words of John F.Kennedy: "I see the things that are and I ask 'Why?'. I dream of things that never were, and I say 'Why Not?'." This in sum and substance is the Center's research philosophy.

Consultation

The Center is not a direct rehabilitation service facility for deaf clients in the usual sense of the term. Its "client" population is represented by its research subjects, and its training facilities serve deaf persons in the context of its training program as outlined above. In a similar vein, its consultation and information services are available to all facilities engaged or interested in work with the deaf, to professional personnel both deaf and hearing, to all participants in any of the Center's training programs, to prospective trainees and to the deaf community.

At present. this is the only R-T Center in the field. Eventually there will be others. In the meantime, the Center's aim is to share its resources with the field it serves in the most effective way it can. The Center belongs to the field, to the professional community, and above all to the deaf.

NEW YORK UNIVERSITY SCHOOL OF EDUCATION

CENTER for RESEARCH and ADVANCED TRAINING in DEAFNESS REHABILITATION

RESEARCH

- Communications Technology
  - Sensical Tactile Phone
  - Signal Systems
- Methods of Communication
  - Expressive: Speech
  - Receptive: Lipreading
- Behavioral Aspects of Communication
  - Personality and Language
- Mass Communication
  - Theatre
- Informational Aspects of Communication
  - Multiple Meanings
- Basic Studies in Deafness
  - Longitudinal
  - Sensory Survey

TRAINING

- Multidisciplinary Long-Term Training
- Inservice Program
- Short-Term Institutes
  - For Psychiatrists
  - For DVR Counselors
  - For Deaf Professional Personnel
  - In Multidisciplinary Practices
- International Institute for Psychologists
- Mobile Panels
- Training Media: Film

INFORMATION CONSULTATION CENTER

Legend: Chart of Activities Underway as of October 1966

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Welfare Department

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THE QUALIFICATION OF WORKERS FOR THE ADULT DEAF

/The paper/

1. Teachers of deaf children in the United Kingdom have for many years had their own qualifications by examination, which are recognized /with appropriate salary scales/ by the Ministry of Education. In 1929 an examination board /now known as the Deaf Welfare Examination Board/ was founded in order to qualify workers for the adult deaf /who include chaplains, lay missioners, welfare workers and women workers/. The standing and work of the Board have increased considerably over the years, and up to date nearly 200 awards of qualifications have been made.

2. Membership of the Board:

The Board consists of up to eighteen members:

Nominated by –

The British Deaf and Dumb Association	3 members
The Church of England Council for the Deaf	3
The National Council of Missioners and Welfare Officers to the Deaf	3
The Royal National Institute for the Deaf	3
The Scottish Association for the Deaf	3
Co-opted members up to	3.

At the present time the membership consists of four chaplains to the deaf, six missioners and welfare

officers to the deaf, one woman worker, two teachers of deaf children /including one headmaster/, two chief welfare officers of local authorities, and the honorary secretary of a Regional Association for the Deaf /who is also chairman of a voluntary society for the deaf and a governor of the College of Deaf Welfare/.

3. Qualifications:

The Board awards two types of qualification:

/a/ The Diploma: for those who wish to undertake all forms of welfare work for the adult deaf including religious work;

/b/ The Certificate: for those who do not wish to do religious work.

A few Diplomas in honoris causa have also been granted. Among the six recipients of these are The Rev.Dr A.W. Blaxall of South Africa, and Mr W.J. Engel of Australia.

4. The Examinations:

The period of training lasts three years, examination papers being taken at the end of the 1st, 2nd and 3rd years in the following order:

1st year: Social Studies -
Paper 1 - Sociology;
Paper 2 - Personality Development;
Paper 3 - Social Work and Social Administration.

2nd year: Education of the Deaf /1 paper/.
Administration /1 paper/.
Physical and Other Aspects of Deafness, part 1 /one paper/.
Old Testament and set book /1 paper +/.
Church History /1 paper +/.

3rd year: Interpretation /1 paper/
Individual Problems /1 paper/.
Physical and Other Aspects of Deafness, part 2 /1 paper/.
New Testament and set book /1 paper +/.
Religious Work /1 paper +/.

Christian Doctrine, Worship and Miscellaneous /1 paper +/.

/+ - Diploma candidates only/.

All candidates also take a Practical and Viva Voce examination at the end of their 3rd year.

Certain exemptions are possible. For example, holders of a Social Studies degree or diploma of a University can be exempted from the papers on Social Studies on the fieldwork appertaining thereto.

5. The Syllabus:

As an example of the kind of syllabus prepared for the examination papers on the deaf, the following is the syllabus for the two papers on "Physical and Other Aspects of Deafness": -

1. Paper B.v. /part one/

/a/ Physical Aspects

1. Types of deafness: middle ear, cerebral, conductive and perceptive.
2. General structure of the ear.
3. Physical causes of deafness.
4. Hearing aids.

/b/ Others Aspects

The effects of deafness upon the personality and whole way of life:

1. Communication;
2. Everyday activities;
3. Appreciation;
4. Mental outlook;
5. Personality as a whole;
6. Spiritual;
7. Special effects upon adult life when deafness has occurred at birth or in early infancy.

2. Paper B.V. /part two/:

Candidates will be examined on the syllabus for part one as printed above together with the following:

a. The thought processes when deprived of a sense
b. Words and verbal thinking
c. Effects of deafness at different ages
d. Tendency of some deaf persons towards:-
Inferiority,
Illogical outlook,
Suspicion,
Curious behaviour.

e. Behaviour patterns of different types of deaf.
f. Contrasts between deafness and blindness; and the double affliction.

A statement on the effects of deafness /prepared by the Rev. Canon T.H.Sutcliffe/ is appended to this Syllabus:-

The 28 effects of deafness upon the personality and whole way of life.

A. COMMUNICATION

/1/ Deprivation of words in auditory form, i.e. of all heard everyday speech - the major loss from which many other losses stem.

/2/ Deprived of current information, especially the kind which does not appear frequently or at all in print.

B. EVERYDAY ACTIVITIES

/3/ Loss or work - chosen career, or desired as career.

/4/ Loss financially - due to inferior work than capable of, if hearing.

/5/ Inability to use all apparatus concerned with sound.

/6/ Diminution in mental recreation.

/7/ Diminution in physical recreation.

C. APPRECIATION

/8/ Deprived of auditory perception of the beautiful.

/9/ Deprived of auditory perception of what gives pleasure.

D. PSYCHOLOGICAL

/10/ Deprived of physical wholeness.

/11/ Diminution of confidence in sight as an adequate compensation.

/12/ Deprivation of auditory background.

/13/ Loss of auditory security.

/14/ Loss of reality contact with environment.

E. THE PERSONALITY AS A WHOLE

/15/ Some reduction of personal independence.

/16/ Diminution in social adequacy.

/17/ Loss of self esteem.

/18/ Loss of obscurity.

/19/ Effects upon the total organisation of the personality.

F. RELIGION

/20/ Inability to benefit from religious instruction in normal forms

/21/ Greatly restricted ability /if any/ to participate in normal forms of public worship.

The above apply to both the born deaf and those who become deaf.

The following apply to the born deaf; -

G. THE BORN DEAF

/22/ Sub-normal speech.

/23/ Sub-normal vocabulary.

/24/ Sub-normal educational standard.

/25/ Sub-normal amount of general knowledge.

/26/ In early years complete lack of words.

/27/ Throughout life no auditory verbal imagery.

/28/ Difficulty in enjoying humour.

6. Requirements of candidates:

Examinees /or "trainees"/ must be in full-time work for the adult deaf, either as an in-service trainee in the employment of a voluntary society for the deaf or the welfare department of a local authority, or as a directentry student at the College of Deaf Welfare, London. In addition, they must have reached an educational standard equivalent at least to the General Certificate of Education O-level in English Language and at least three other subjects.

7. Method of Training:

As indicated in paragraph /6/ above, candidates must either:

/a/ be in the employment of a voluntary society for the deaf, or welfare department of a local authority, under a Diploma holder of the Board; or,

/b/ be students at the recently established College of Deaf Welfare, 321 Green Lanes, Manor House, London, N.4.

The College provides comprehensive training for this work, and for the examinations of the Board, and is prepared to receive students from overseas.

8. The qualifications of the Board are the only such qualifications in the United Kingdom, and indeed in the world. The qualifications are normally now required in all appointments to the staff of voluntary welfare societies in the United Kingdom, and are increasingly being recognised and required by local authorities in their own appointments of staff. A few holders of the Board's qualifications are now working in Australia, and one is working in America. The College of Deaf Welfare has already started receiving a few students from overseas. The Board would be happy to put its experience /and help, if possible/ at the disposal of workers for the adult deaf in other countries. Contact should be made in the first instance either with the Honorary Registrar of the Board at 10 Treves Road, Dorchester, Dorset, England, or with the Principal of the College of Deaf Welfare at 321 Green Lanes, Manor House, London, N.4, England.

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TRAINING TEACHERS FOR DEAF CHILDREN'S SCHOOLS IN POLAND

/A paper/

Schools for deaf children were first organized in Poland at the beginning of the XIXth century: in Romanów in 1805, in Warsaw in 1817, in Lwów in 1830, in Poznań in 1832, etc. The first teachers employed in those schools gained their practical instruction in working with deaf children in the institutions for deaf-and-dumb located in neighbouring western countries: Jakub Falkowski in Vienna, Dominik Wiechlil in Prague, Józef Sikorski in Berlin. This way of training teachers for deaf-and-dumb did not last long in Poland as already Falkowski nourished an idea of organizing a seminary for elementary schools' teachers for training them in educating deaf-and-dumb at the Deaf-and-Dumb Institute in Warsaw. He wanted, first of all, the village teachers to take care of deaf children in their localities and to select the most talented among them for the work at Warsaw Institute. Falkowski's ideas were never put into effect within his life-time.

Teachers for deaf-and-dumb schools were still trained in Poland in a similar way as in other European countries while the Warsaw Institute took over a leading role in training teachers for work at schools for deaf-and-dumb in Lwów and Poznań.

Training teachers for deaf-and-dumb was based at the time on practical preparation for the profession.

Young men were recruited for work at deaf-and-dumb intitutes as tutors or preceptors their duty being at the same time to learn the methods of deaf children education from experienced teachers. After a few years' practice under the guidance of outstanding older teachers those young men could fill the vacancies and be promoted to teachers of deaf-and-dumb.

This system continued in Poland till 1872. In that year the then headmaster of Deaf-and-Dumb Institute in Warsaw Mr. Jan Papłoński succeeded in obtaining an official charter to establish a teachers' college attached to Warsaw Institute for the purpose of training teachers for special schools for deaf-and-dumb children. Organizing the college, Papłoński had in mind not only his own institution but wanted to train teachers for other schools who were increasingly needed for steadily growing number of deaf children all over the country. The college admitted 10 students yearly. All of them had to be qualified teachers in normal schools. After teaching practise lasting one year in the school of Deaf-and-Dumb Institute and after passing an examination before the Board of Education, the candidates received a diploma qualifying them to teach deaf children. This system continued with some changes till World War I.

Upon regaining independence in 1919, there was increased educational activity in Poland since the whole country wanted to make up for century long negligence caused by foreign occupation and ravages of war. There was growing demand for teachers in schools of different types and among them for schools for deaf children as the number of those schools was increasing in Poland.

In order to prepare qualified teachers to work in special schools for deaf children some temporary systems of training were adopted. Already in 1917 the Institute of Phonetics graduated three students, and in 1925 five teachers completed a special course of Special Pedagogy of 5 months' term.

In the years 1921-22 a College of Special Pedagogy of one year term graduated 10 students. All those complementary form of training teachers for special schools could not suffice for ever growing needs for special education. It was necessary to establish an institution which would train teachers for special schools basing its work on scientific principles and propagating the latest achievements of modern pedagogy. This task has been accomplished by Maria Grzegorzewska who organized the State Institute of Special Pedagogy in Warsaw in 1922.

State Institute of Special Pedagogy admitted talented teachers from primary schools, fully qualified and having at least two-years' teaching experience in schools for normal children.

In the interwar period, the students at the Institute of Special Pedagogy after one year of theoretical studies were obliged to gain practical experience teaching in a special school and write a thesis based on their educational work. After being credited by the Institute for their these graduates received diplomas qualifying them to teach in special schools according to their specialty. There were following departments schooling the teachers, for children: 1/ mentally handicapped, 2/ deaf, 3/ blind and 4/ morally derelict.

The Institute trained 620 teachers for work in special schools during interwar years.

Educational methods of the Institute put particular stress on through knowledge of an abnormal child, search for new educational techniques and development of methods for work in special schools initiated by Maria Grzegorzewska. Besides training teachers for special schools, Institute conducts scientific research in the field of special pedagogy laying foubdations of this branch of learning.

The results of its work the Institute published in numerous books and in a professional periodical "Szkoła Specjalna" /Special School/. The executive committee of

the board of Polish Teachers of Elementary Scools Asscciation organized its Special Schools Section whose organ was to be a periodical "Szkoła Specjalna" /Special School/. Its editor became Maria Grzegorzewska and the publisher on behalf of the Association: Michał Wawrzynowski. The first issue of "Szkoła Specjalna" appeared in December, 1924.

It is evident from an editorial in its first issue that "Szkoła Specjalna" advocated a struggle for the right of abnormal children for education and preparation to life within society. The purpose of that periodical was rending assistance to teachers in special school in their development and improvement of their methods of educating children requiring special care. In the interwar period 14 volumes /annuals/ of "Szkoła Specjalna" appeared.

After World War II, publishing of "Szkoła Specjalna" was re-established in 1946 and suspended after two volumes being published. Since 1957 "Szkoła Specjalna" is again being published by the Ministry of Education under the editorship of Maria Grzegorzewska as a quarterly.

State Institute of Special Pedagogy is developing now a wide educational and scientific activity. Many scientific works in the branch of special pedagogy are being published and among them basic paper by Maria Grzegorzewska under the title: "Rehabilitational values of methods in special schools working centress substantiated in light of Pavlov's teaching", published in Pedagogical Studies by Polish Academy of Sciences, Vol.II. Study at the Institute is extended over two years and a new department for training teachers for schools for chronically ill and disabled children.

Besides stationary classes a department for out-students and externs was established in 1955. The Institute further organizes various courses in the field of special pedagogy as e.g. a course for judges dealing with juvenile cases, courses for social workers, etc.

The Institute prepared for work in special schools 1945 till 1966 4201 teachers /1555 on stationary studies, 1999 out-students and 647 externs/. Schools for deaf children received from the Institute 474 fully qualified teachers: 286 from stationary studies, 134 out-students and 54 externs.

Furthermore special schools obtained in years 1962-1966: 450 qualified teachers prepared as out-students in Special Pedagogy classes organized in Łódź, Katowice, Cracow, Poznań and Gdańsk. These classes prepared 413 teachers for mentally handicapped and 37 for disabled children.

Training teachers for special schools is being conducted on a higher level by the Chair of Special Pedagogy at Warsaw University. In the last decade the Chair graduated about 500 undergraduates.

State Institute of Special Pedagogy while training teachers at the same time improves didactical and educational methods by developing of working centres and popularization of achievements of modern special pedagogy. The majority of work published in Poland in the field of special pedagogy was written by members of the Institute or its collaborators[1]:

During its 45 years' activity State Institute of Special Pedagogy under the guidance of its founder prof. dr Maria Grzegorzewska developed own specific concept of training teachers for special schools of various types and successfully introduces it in practical work. This concept takes under consideration following basic objectives[2]:

1/ Grzegorzewska M. - Special Pedagogy - : Development of Pedagogy in Peoples' Polish Republic, collective work edited by B.Suchodolski, Wrocław 1965.

2/ "Special School", No.2, 1966 /Vol. XXVII/.

1. Increasing students' knowledge within the scope of latest achievements in all branches of pedagogical science both at home and abroad,

2. Providing students with cognitive and educational conditions forming such psycho-social personality which is indispensable for work with abnormal children,

3. Introducing students into science of human development both normal and abnormal man /biologic and psychologic mechanisms/ with special consideration of adapting this science to teaching work in special schools,

4. Providing instruction in specialized subjects within the scope of a branch of special pedagogy as selected by a student /deeper knowledge about an abnormal child of a specific deviation from the norm and introduction into specific forms of rehabilitation/ and developing professional skills in the selected line of specialization,

5. Perfectioning educational and didactic techniques especially useful in rehabilitation of abnormal children.

Problems of educational and didactic work of the Institute following the above objectives are effected through lectures, seminaries, practical exercises and self-taught work of students.

I. GENERAL EDUCATION

1/. <u>Selected problems of philosophy and sociology</u> having for their purpose:

a/ congizance and critical evaluation of selected philosophical systems;

b/ greater knowledge of principles of logic and enriching the culture of perception;

c/ assistance in developing world outlook based on materialistic principles;

d/ understanding modern social changes based on sociological analysis of various trends;

2/. Cultural and artistic education with special consideration of music and fine arts.
Introduction into the field of culture and art through developing own creativity and reproduction as well and through artistic sensitivity.

3/. Phonetics - as introduction into the structure and functioning of organs of breathing, hearing and speech in order to understand the causes of defects of speech and means of their removal.

4/. Physical training - to keep personal fitness of students.

5/. Problems of tutelage over children, mothers and families - dealt with in state schools.

6/. Foreign languages classes.

II. KNOWLEDGE OF NORMAL MAN

Man as bio-psycho-sociological phenomenon must be studied from three basic points of view: biological, psychological and social - all closely interrelated. Three parts in Institute's curriculum correspond to this idea:

A. Biological subjects

1. Anatomy and physiology of man;
2. Anatomy and physiology of nervois system;
3. Physical development of child.

B. Psychological and Pedagogical Subjects

1. Psychology of normal man
with consideration of:
a/ general psychology
b/ developmental psychology
c/ educational psychology

2. General Pedagogy
which on the background of historical development of pedagogical thought gives a review of selected problems on conscious involving of influences upon forming of human personality and permits forming teacher's own attitude educating members of socialist society.

3. Propaedeuties of didactical and educational work

Seminaries on selected problems from didactical systems forming the fundamentals of modern didactical thought.

C. Social Science

Sociology as elaboration of laws of influencing by society the bio-psychical structure of individual and "feed-back" - with particular consideration of problems of socializing the individual through influence of various social groups as well as culture of social structures on the background of different types of environmental dependencies.

III. KNOWLEDGE OF ABNORMAL MAN

with special consideration of children and adolescents

A. General Pathology

B. General Psychopathology

Introducing students into problems of most common pathological phenomena and states /nervous and psychic/, reasons for such diseases, mechanics of their development and reaction of human system upon the functioning of pathogenetic factors.

C. Psychopathology of Child

Nervous and psychical disorders in children as effects of organic and functional nervous diseases with consideration of dynamic of growth and influences of environment.

D. Pathosociology

as introduction toward understanding the influences of social factors affecting negatively forming of personality and general orientation in social causes of personality disintegration and disintegrating influence of an individual upon various types of social groups with special consideration of juvenile problems.

E. Mechanics of deviation from norm.

Psychophysical images of "special" children and adolescents in order to outline the influence of five categories of deviations from norm /mental handicap, blindness, deafness, somatic and nervous diseases and social maladjustment/ and demonstrating the consequences of such influence within the range of necessities conditioning the motivation of behaviour of individuals abnormal in a given category.

IV. THEORY AND PRACTICE OF REHABILITATION WORK WITH ABNORMAL CHILDREN

Classes, common for all departments

A. Special Pedagogy

teaching of general laws ruling the rehabilitation processes and specific ways of rehabilitation concerning particular deviations from norm.

B. Rehabilitation of invalids

as a part of special pedagogy including rehabilitation of invalids i.e. grown-ups with various deviations from norm requiring rehabilitation of capacity to return to work and especially to professions: review of present forms of state and social assistance.

Practical classes for particular departments

A. Methodology of education and teaching

this subject is being taught separately in every department /for mentally handicapped, deaf, chronically ill and socially maladjusted/.

Particular theoretical problems within the complex of lectures, seminaries, exercices and teaching practice embrace following subjects:

a/ Neurological, psychpphysical and social mechanics characteristic for child of a given deviation from norm,

b/ Educational history of a given group of children,

c/ Methodology of rehabilitation of children having given deviation from norm, including organization and methodology of rehabilitation work within the scope of:

- educational tutelage
- preschool activities
- school work
- extra-curricular work
- physical training

In this category of problems a special emphasize is placed upon organizing teaching practice on different topics, various organizational forms and various thematical range:

- visiting leading institutes and schools for abnormal children of every category,
- personal teaching and educational work in schools and institutes according to students' selected specialty,
- practice of observation of the children of selected deviation and interview technique.
- practice in collecting catamneses.

B. <u>Lectures in socially maladjusted department</u>

1. Criminology,
2. Juvenile legislation and courts.

C. <u>Lectures in deaf department</u>

Phonetics for the deaf.

D. <u>Lectures for chronically ill department</u>

1. Children's diseases
2. Rehabilitation of the disabled.

V. PERFECTIONING OF EDUCATIONAL AND DIDACTICAL TECHNIQUES

1. Practical Orthophonics

   - Examing the state of students' faults in speaking perfectioning basic elements in their speech - articulation, aspiration, sound, expressive reading.

2. Practical technical classes

   - training students in various artistical technical and practical skills which will be the basis of manual work in lower elementary classes and kindergartens.

3. Professional skills

   - Training skill in handling tools and technical equipment, working of different materials and plastics with basic principles of social process of production, organization and safety of work.

4. Selected artistic and educational techniques

   - elocution, organization of children's libraries, propagation of reading, puppet shows pantomime, etc.

5. Audio-visual Techniques

   - serving as instructional aid in work with abnormal children.

6. Observation of children technique

   - included in psychological exercises.

7. Conducting environmental interviews

   - in connection with gaining knowledge about a child.

8. Catamneses collecting technique

   - The concepts of State Institute of Special Pedagogy as given above are constantly complemented and perfected by including achievements of modern science especially in the field of pedagogy, psychology and medicine.